

## Wren Elementary

226 Roper Road  
Piedmont, SC 29673

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	566 Students	
<b>Principal</b>	Mr. Mark McCall	864-850-5950
<b>Superintendent</b>	Dr. Wayne Fowler	864-847-7344
<b>Board Chair</b>	Mr. Fred Alexander	864-947-9346

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
13	13	0	1	0

### IMPROVEMENT RATING

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Excellent	Yes

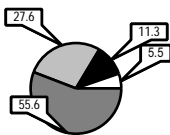
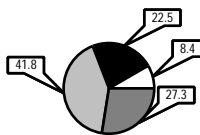
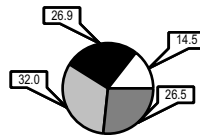
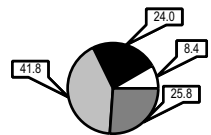
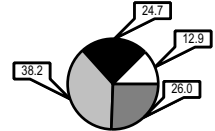
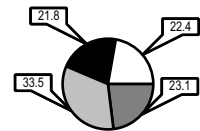
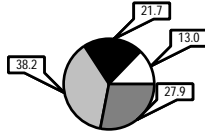
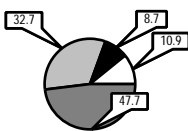
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	290	100.0	5.4	27.7	55.4	11.5	75.9	Yes	Yes
<b>Gender</b>									
Male	146	100.0	4.4	32.1	54.0	9.5	71.5		
Female	144	100.0	6.4	23.4	56.7	13.5	80.1		
<b>Racial/Ethnic Group</b>									
White	267	100.0	5.9	26.2	56.3	11.7	77.0	Yes	Yes
African American	12	100.0	0.0	50.0	50.0	0.0	66.7	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	241	100.0	3.9	25.1	58.0	13.0	82.3		
Disabled	49	100.0	12.8	40.4	42.6	4.3	44.7	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	290	100.0	5.4	27.7	55.4	11.5	75.9		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	100.0	5.4	27.2	55.8	11.6	76.4		
<b>Socio-Economic Status</b>									
Subsidized meals	68	100.0	7.8	35.9	50.0	6.3	68.8	Yes	Yes
Full-pay meals	222	100.0	4.7	25.2	57.0	13.1	78.0		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	290	100.0	8.3	41.4	27.0	23.4	68.0	Yes	Yes
<b>Gender</b>									
Male	146	100.0	7.3	35.8	26.3	30.7	68.6		
Female	144	100.0	9.2	46.8	27.7	16.3	67.4		
<b>Racial/Ethnic Group</b>									
White	267	100.0	7.8	41.0	27.7	23.4	68.8	Yes	Yes
African American	12	100.0	25.0	58.3	0.0	16.7	50.0	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	241	100.0	4.3	39.8	29.4	26.4	74.5		
Disabled	49	100.0	27.7	48.9	14.9	8.5	36.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	290	100.0	8.3	41.4	27.0	23.4	68.0		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	100.0	8.3	41.3	26.8	23.6	68.1		
<b>Socio-Economic Status</b>									
Subsidized meals	68	100.0	6.3	54.7	21.9	17.2	62.5	Yes	Yes
Full-pay meals	222	100.0	8.9	37.4	28.5	25.2	69.6		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	290	100.0	14.4	31.7	26.3	27.7	54.0
<b>Gender</b>							
Male	146	100.0	11.7	32.8	20.4	35.0	55.5
Female	144	100.0	17.0	30.5	31.9	20.6	52.5
<b>Racial/Ethnic Group</b>							
White	267	100.0	14.5	29.7	28.1	27.7	55.9
African American	12	100.0	16.7	66.7	0.0	16.7	16.7
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	241	100.0	10.0	31.2	28.1	30.7	58.9
Disabled	49	100.0	36.2	34.0	17.0	12.8	29.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	290	100.0	14.4	31.7	26.3	27.7	54.0
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	100.0	14.5	31.2	26.4	27.9	54.3
<b>Socio-Economic Status</b>							
Subsidized meals	68	100.0	21.9	34.4	28.1	15.6	43.8
Full-pay meals	222	100.0	12.1	30.8	25.7	31.3	57.0

<b>Social Studies</b>							
All Students	290	100.0	8.3	41.4	25.5	24.8	50.4
<b>Gender</b>							
Male	146	100.0	2.9	44.5	19.7	32.8	52.6
Female	144	100.0	13.5	38.3	31.2	17.0	48.2
<b>Racial/Ethnic Group</b>							
White	267	100.0	8.6	40.6	26.2	24.6	50.8
African American	12	100.0	8.3	58.3	16.7	16.7	33.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	241	100.0	6.1	41.1	26.8	26.0	52.8
Disabled	49	100.0	19.1	42.6	19.1	19.1	38.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	290	100.0	8.3	41.4	25.5	24.8	50.4
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	100.0	8.3	41.3	25.4	25.0	50.4
<b>Socio-Economic Status</b>							
Subsidized meals	68	100.0	10.9	53.1	17.2	18.8	35.9
Full-pay meals	222	100.0	7.5	37.9	28.0	26.6	54.7

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	85	100.0	3.6	26.2	64.3	6.0	70.2
	4	94	100.0	4.3	27.7	56.4	11.7	68.1
	5	105	100.0	13.5	44.2	41.3	1.0	42.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	99	100.0	3.2	17.0	57.4	22.3	79.8
	4	88	100.0	3.6	36.1	56.6	3.6	60.2
	5	103	100.0	9.2	30.6	53.1	7.1	60.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	85	100.0	13.1	50.0	28.6	8.3	36.9
	4	94	100.0	8.5	41.5	18.1	31.9	50.0
	5	105	100.0	14.4	37.5	29.8	18.3	48.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	99	100.0	8.5	54.3	24.5	12.8	37.2
	4	88	100.0	10.8	25.3	37.3	26.5	63.9
	5	103	100.0	6.1	43.9	21.4	28.6	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	99	100.0	11.7	30.9	34.0	23.4	57.4
	4	88	100.0	16.9	33.7	20.5	28.9	49.4
	5	103	100.0	15.3	31.6	24.5	28.6	53.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	99	100.0	4.3	42.6	26.6	26.6	53.2
	4	88	100.0	12.0	33.7	30.1	24.1	54.2
	5	103	100.0	9.2	48.0	21.4	21.4	42.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 566)</b>				
First graders who attended full-day kindergarten	100.0%	No change	99.5%	100.0%
Retention rate	1.2%	Down from 2.0%	1.6%	3.0%
Attendance rate	97.2%	Up from 97.1%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%	Down from 3.9%	1.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.4%	Down from 3.9%	1.6%	3.2%
Eligible for gifted and talented	24.9%	Down from 26.0%	26.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.8%	Down from 6.6%	6.1%	8.2%
Older than usual for grade	0.2%	Down from 0.6%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 34)</b>				
Teachers with advanced degrees	52.9%	Down from 54.5%	56.8%	52.6%
Continuing contract teachers	91.2%	Up from 87.9%	85.0%	83.3%
Highly qualified teachers	100.0%	Up from 96.6%	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	91.0%	Up from 88.6%	88.5%	87.0%
Teacher attendance rate	95.9%	Up from 95.6%	95.2%	95.0%
Average teacher salary	\$44,402	Up 3.6%	\$43,129	\$41,703
Prof. development days/teacher	8.2 days	Up from 7.8 days	12.1 days	12.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 23.7 to 1	20.0 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 91.9%	91.0%	89.8%
Dollars spent per pupil*	\$5,341	Down 12.2%	\$5,824	\$6,242
Percent of expenditures for teacher salaries*	63.8%	Up from 60.9%	67.6%	65.8%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	97.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.6%		89.4%	
Highly qualified teachers in high poverty schools	81.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Wren Elementary School is to provide an academically focused, safe and active learning environment for all students. Wren Elementary has a strong faculty and staff with ten Nationally Board Certified teachers. Wren Elementary also has an extremely active PTO; 85% of all parents are members. Parent volunteers logged over 1,800 hours of service in the 2004 - 2005 school year. Wren Elementary has an involved School Improvement Council that meets regularly to discuss and set future goals. Students, staff, and parents have worked extremely hard this year. Our accomplishments include:

Wren Elementary was again one of eight finalists in the Carolina First Palmetto's Finest Award program. This is the second year in a row Wren Elementary has received this prestigious honor.

Wren Elementary received an Excellent rating on the State of South Carolina Annual School Report Card. Wren Elementary has received this rating for four consecutive years.

Wren Elementary continues to be a South Carolina School of Promise. This status proves Wren's commitment to being an integral part of the school-community collaborative process.

Wren Elementary is an Exemplary Writing School. Students, staff, parents, and community have worked very hard in promoting writing instruction at Wren Elementary.

All third, fourth, and fifth grade students at Wren Elementary participated in a school-wide science fair. Six of these students went on to place GOLD in the Anderson Oconee Pickens (AOP) Science Fair.

Wren Elementary is also one of South Carolina's Honor Schools for Reading.

Wren Elementary was awarded over \$7,000 in grants this year. These grants assisted in funding such innovative learning activities as wREnCYCLE (a school-wide recycling project), Extreme Playground Makeover, and Come Fly With Me (using the LCD projector to teach geographic regions).

In conclusion, Wren Elementary School, in cooperation with the School Improvement Council, continually seeks to provide exciting opportunities for students while building a strong foundation in academic excellence.

Becky C. Brady, Principal

Clysta Fortner, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	92	55
Percent satisfied with learning environment	100.0%	98.9%	98.2%
Percent satisfied with social and physical environment	100.0%	98.9%	96.4%
Percent satisfied with school-home relations	100.0%	97.8%	81.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.